DOCUMENT RESUME

ED 107 785 CE 003 872

AUTHOR Noble, LaMartha; And Others
TITLE Survey of Occupations, Sociology of Occupations, [and] Career Awareness. Career Development Project.
INSTITUTION University City School District, Mo.
PUB DATE 72
NOTE 60p.; For related documents, see CE 003 801-7, CE 003 862-71 and CE 003 873-5

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS *Career Awareness; *Career Education; Career Planning; *Curriculum Guides; Individual Development; Job Application; Job Satisfaction; Junior High Schools; Learning Activities; Middle Schools; *Occupational Choice; Occupational Clusters; Occupations; Self Concept; Self Evaluation; Social Studies; *Social Studies Units; Vocational Development; Work Attitudes

ABSTRACT

Intended for use at the junior high school level, the three units are oriented toward career awareness, personal development, and career information. The 18 lessons in the first unit, Survey of Occupations, examine self-understanding and analysis, occupational choices, changing roles, employment patterns and opportunities, personal money management and finances, the career of an insurance broker, job hunting, school careers, government employment, and job discrimination. Activities include interviews, discussion, research, oral reports, writing short stories, field trips, group work, working on sample forms, games and role playing. The second course, Sociology of Occupations, a 12-week unit, covers in seven learning activities: personality, interests and abilities in relation to occupational satisfaction, employer/employee relations; researching occupational choices; and job application. Activities involve group work, self-evaluation, job analysis, role playing, films, surveys, interviews, reports, and writing notebooks. The students should develop: an understanding of career success, positive attitudes and self-concept, and career awareness. The third unit, a 10-week course on career awareness, utilizes eight lessons to expose students to: career preparation; occupational clusters; careers in business and office, communications and media, health, environmental control, and manufacturing; and future job opportunities. Each lesson contains goals, performance objectives, activities, and outcome measures. (JB)

ED107785

Survey of Occupations

U. City, Mo. School District

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

L Edwards

CE003892(A1

ED107785

TOPIC: S U R V E Y of O C C U P A T I O N S

AREA: Social Studies

AUTHORS: La MARTHA NOBLE - Teacher
DONNA ROGERS - Teacher
LINDA THORNTON - Student

PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL

University City, Missouri

DATE: S U M M E R - 1 9 7 2

LESSON 1

GOAL:

For students to have an understanding of themselves ----- their strengths and weaknesses.

DEVELOPMENTAL OBJECTIVES:

To aid the student in learning to appraise those factors which will affect him in his quest for a career.

PERFORMANCE OBJECTIVES:

The student will be able to objectively observe his reactions to why he should know himself.

Activities

A. Have students list and discuss their goals in life.

B. Have students list those personal traits that will aid them in reaching their goals. Ask such questions as:
   1. Do you get along well with others?
   2. Do you prefer to work alone?
   3. Do you find it difficult to accept advice?
   4. Are you interested in other people and what they think?
   5. Are you able to assume responsibility?

C. Have students work in small groups discussing their strengths and weaknesses and what can be done to improve thoseweaknesses.

OUTCOME MEASURE:

Each student will verbally express a strength he possesses and what can be done to improve the strength.

LESSON 2

GOAL:

For students to have an understanding of themselves ----- their interests, achievements, and aspirations.

DEVELOPMENTAL OBJECTIVE:

For students to assume responsibility for continuous self-appraisal.

PERFORMANCE OBJECTIVES:

1. The student will be able to discuss the importance of the real test of personality (what others think about you) and why it is important to job success.

Activities

A. The teacher should explain to the students what "personality" is.

B. Have students name as many different kinds of personal traits as they can. Discuss why each is important to job success.

C. Have students design a self-picture or self-evaluation checklist. Each student will complete the checklist.

2. Students will be able to develop the understanding that everyone has a picture of himself and that others have also formed a picture of him.

Activities

A. Have the self-evaluation checklist completed by a friend and by an adult. Ask questions:
   1. How do the three checklists differ?
   2. How are they alike?
   3. Do you have the ability to make desired changes in your personality?

OUTCOME MEASURE:

Using their checklists, the students will be able to construct a self-analysis report explaining their strengths and weaknesses as seen by themelves and others.

LESSON 3

GOAL:

For students to have an understanding of themselves ---- discovering and developing their interests.

DEVELOPMENTAL OBJECTIVES:

For students to assume the responsibility for continuous self-appraisal.

PERFORMANCE ACTIVITIES:

1. The student will be able to judge the values of his hobbies or interests and how they may lead to a vocation.

Activities

A. Have students list their interests.

B. From the list of interests have the students list occupations which relate to the interests.

C. Have the students discuss their lists in small groups. In this manner they can aid one another.

OUTCOME MEASURE:

Have students analyze the following jobs in terms of characteristics essential to success.

1. Policeman
2. Fireman
3. Teacher
4. Mechanic
5. Truck driver
6. Waitress
7. Stewardess
8. Barber

LESSON 4

GOAL:

For students to realize the important relationships between manners, personal appearance, and job success.

DEVELOPMENTAL OBJECTIVES:

For students to realize that success or failure on a job may depend heavily on their overall personal appearance.

PERFORMANCE OBJECTIVES:

1. The student will be able to verbally express the importance of good grooming as seen by employers.

Activities

A. Invite several employers (Target Personnel, Mr. Barrow from the University City School District) to explain their expectations relating to manner, attitudes, etc.

B. Using yourself as an example have the students identify those personal traits which probably led to your success as a teacher.

C. Set aside a day or two in class for small group discussions. Have each group prepare oral reports on such topics as:
   1. Courtesy
   2. Cleanliness
   3. Clothes
   4. Personal Appearance
   5. Communication

   (The students will probably need reference materials.)

OUTCOME MEASURE:

Have the students "role-play" various aspects of proper manners.

LESSON 5

GOAL:

For students to understand why some occupations are more appealing than others.

DEVELOPMENTAL OBJECTIVE:

To aid students in understanding the importance of making their own occupational choices.

PERFORMANCE OBJECTIVE:

The students will be able to analyze another situation in which personality is the determing factor.

Activities

A. Have students list those jobs they view as glamorous or highly appealing.

B. Hold a general discussion on why these jobs are appealing. Sample questions:
   1. Compare your list with the list of one of your classmates. Are there any similarities? Differences?
   2. Why do some students see certain jobs as glamorous and other students do not see the jobs this way?
   3. What is your interpretation of a "glamorous job"? What things make it glamorous?

C. From the lists of glamorous jobs the teacher should invite guest speakers in the various occupations to class. (Students should have a prepared list of questions to ask the speakers.)

D. Magazine clippings.

OUTCOME MEASURE:

Through discussion, the students should state the importance of choosing an occupation of their choice and one which fits their personalities.

LESSON 6

GOAL:

For students to become aware of rapidly changing technology and what their role will be in the society of the day.

DEVELOPMENTAL OBJECTIVE:

To help students prepare for their role in the twenty-first century.

PERFORMANCE OBJECTIVE:

The student will be able to verbally explain the various changes in occupations.

Activities

A. Have class discuss what they think the world will be like in the year 2001.

B. Have class discuss what type of jobs will be available in 2001.

C. Have students discuss how they will prepare today for jobs of tomorrow.

OUTCOME MEASURE:

Student should be able to write a short, short science fiction story expressing their vocational role in the year 2001.

LESSON 7

GOAL:

For students to have an understanding of the changing employment patterns and opportunities.

DEVELOPMENTAL OBJECTIVE:

To aid the students in learning to research changes in the world of work.

PERFORMANCE OBJECTIVE:

The student will be able to verbally explain the various changes in occupations.

Activities

A. Research the following:
   1. What occupations did your grandparents experience that do not exist now?
   2. What changes have taken place in your parents' fields of occupations.

B. Plan a field trip to several places (industries, Monsanto, etc.) Have the students prepare questions concerning jobs that no longer exist in their companies and newly formed jobs.

OUTCOME MEASURE:

The student should be able to research one occupation gathering information on employment patterns.

LESSON 8

GOAL:

For students to understand payroll deductions.

DEVELOPMENTAL OBJECTIVES:

To aid students in understanding why deductions are made.

PERFORMANCE OBJECTIVE:

Students will be able to understand reality of earning money on a monthly or weekly basis on take home terms.

Activities

A. (teacher) Obtain copies of void payroll checks or have facsimilie of pay check available for students. Make overhead transparency of check.

B. (students) Go over checks with teacher following transparency.

C. Gross and net pay. Explain:
   - State and Federal Income Tax
   - Charity funds
   - Group Health insurance
   - Social Security tax
   - Union Dues

D. Obtain sample State income tax forms for students.

E. Invite person from Mayor's office or County Treasurer to give a talk on taxation.

OUTCOME MEASURE:

Test the student's understanding of tax forms and local tax structure.

LESSON 9

GOAL:

To help students understand need for social security tax.

DEVELOPMENTAL OBJECTIVES:

To aid students in becoming aware of need to plan for retirement and possible disability.

PERFORMANCE OBJECTIVES:

Students should be able to communicate with each other's feelings about aging and disability.

Activities

A. Class discussion about what is retirement age and why you have to consider retirement or possible disability at this age.

B. Discuss income needs for retirement.

C. Discuss what life for elderly or disabled would be without Social Security.

E. Have a group interview self-employed persons to see how they are provided for by Social Security.

F. Have a group research which jobs are not covered by Social Security.

G. Have student report on how the Social Security program was developed.

OUTCOME MEASURE:

Test on terms and history of Social Security Program.

LESSON 10

GOAL:

To help students understand the purpose of a Union.

DEVELOPMENTAL OBJECTIVES:

To acquaint students with the important role Unions can play in their lives.

PERFORMANCE OBJECTIVES:

The student will be able to trace the historical importance of an organization. The student will be able to find information about an organization by using various resources.

Activities

A. Discuss in class what students think a Union is. Questions led by teacher:
   Do you know anyone who belongs to a Union?
   How do you think Unions help people?
   What do you think life would be like for employees without a Union?

B. Have several students report on development of Labor Unions. History and current activities of Labor Unions.

OUTCOME MEASURES:

Students should be able to discuss and decide whether a Union is important to them. Give objective test over material covered.

LESSON 11

GOAL:

To help students understand insurance deductions.

DEVELOPMENTAL OBJECTIVES:

To help students prepare to meet high cost of medical care as adults.

PERFORMANCE OBJECTIVES:

Student should be able to make an adequate insurance plan for a hypothetical family or individual.

Activities

I. In class discussion students should explore all they know about insurance.

   A. What does the word, "insurance", mean.
   B. What events do we need to be insured against?

II. Assign a project to each student on some aspect of insurance:

   A. Bulletin board, display on what people may need insurance for.

   B. What are the major insurance companies?

   C. Newspaper and magazine articles about high cost of illness.

   D. Government insurance plans.

   E. Socialized medicine.

OUTCOME MEASURES:

In small groups let students take hypothetical families or individuals with a given salary and needs and write up what they think would be adequate insurance for that family.

LESSON 12

GOAL:

To acquaint students with the job of an insurance broker and also give them a chance to check what they felt the needs of their hypothetical family was with actual figures.

DEVELOPMENTAL GOAL:

To acquaint students with the need to think seriously about their future health needs.

PERFORMANCE GOALS:

To be able to ask questions of an expert that come from their own research efforts.

Activity

Ask insurance agent to come in and work with class about his job, and insurance benefits.

OUTCOME MEASURE:

Student should be able to discuss with more knowledge the advantage and use of insurance.

LESSON 13

GOAL:

For students to understand how to read the want ads.

DEVELOPMENTAL OBJECTIVES:

To acquaint students with unfamiliar words used in want ads. Also to enable them to see a variety of jobs, their skill requirements and salaries.

PERFORMANCE OBJECTIVES:

The student will be able to explore many occupations briefly with fellow classmates.

Activities

A. Have students bring in Sunday Want Ads.

B. Have small groups take several want ad columns and:
   1. List especially atractive jobs.
   2. What are the requirements for the job?
   3. What are the salary ranges?
   4. List any words you are unfamiliar with.

C. Have students come together and discuss their findings.
   1. List any unfamiliar words on the board and discuss them.
   2. Discuss various occupations. Ask who in the class is familiar with the occupation.
   3. Discuss salary ranges and job requirements.

D. Have students discuss other ways of finding a job. Employment agencies

OUTCOME MEASURE:

Students should be able to identify words by definition.

LESSON 14

GOAL:

To introduce types of employment in the school community.

DEVELOPMENTAL OBJECTIVES:

To enable students to become acquainted with school employees.

PERFORMANCE OBJECTIVES:

Through observation and interviews, the student should be able to give an oral report to the class on the job of the school nurse.

Activities

I. Have a student spend a day with the nurse. Student should observe the following:

1. How is the nurse dressed?
2. Why does she wear this uniform?
3. How did she handle the pupils whom she was serving?
4. Describe the kind of personality a nurse needs.
5. What materials did you find in the nurse's office?
6. What skills did the nurse need in handling these materials?
7. What was the nurse doing during your visiting period?
8. What did the nurse need?
9. What training did the nurse have?
10. What other duties does she have?

Student should report results of the visit to the nurse's office to the class.

II. Have the school nurse visit the class and talk about her job. Students could ask some of the following:

1. Why did she choose to be a school nurse?
2. What are the working hours of a school nurse?
3. What is her pay range?
4. Does she have any fringe benefits?
5. Are her working hours too hard on her?
6. Being a school nurse, does she have any social life?
7. If so, what kind?
8. Does she get to meet any interesting perople especially men or famous people?
9. Does being a school nurse affect or harm her social life?
10. Does she consider her job exotic and exciting; or boring and dull?
11. Does she have a regular schedule or does she make her own?
12. Does she get to go out professionally, such as school nurse conventions in Florida; or school nurse parties?

13. How do people react when she tells them her occupation is a school nurse. Excited and fascinated or don't care?
14. In being a school nurse do you have to be physically fit?
15. Does she belong to a Union?
16. If so, how strong is it?
17. Did she always want to be a school nurse, or was it a job she was stuck with?
18. How did she get employed as a school nurse; by interview, letter of request, or want ads?
19. Who is her boss? The principal, the Board of Education?
20. Does her boss tell her what she must wear, or can she wear whatever she likes, or almost anything?
21. What would it be like if she had a very mean, aggressive, tempermental personality?
22. Who started her off as being a nurse in the first place?
23. Where does she buy her materials?
24. Does she plan to stay where she is or go to other fields, such as a medical researcher

OUTCOME MEASURE:

Students should be able to discuss how they view the job of the school nurse after talking with her.

LESSON 15

GOAL:

To become acquainted with school employees.

DEVELOPMENTAL OBJECTIVE:

To understand the importance of all school eymployees.

PERFORMANCE OBJECTIVES:

Through observation and interviews, the student should be able to give an oral report to the class on school employees.

Activities

I. (Individual assignment) Assign a student to spend day in the cafeteria. Students may suggest questions to be asked by the observer.

Observation Chart

1. Where is the lunchroom located?
2. Is the location of the lunchroom the best possible location in the school? Why?
3. How many students does the lunchroom accommodate?
4. Is the lunchroom crowded during the lunch periods?
5. Is there any provision for hand washing by the pupils before eating lunch?
6. Who plans the menus?
7. What must the dietician keep in mind in planning a menu?
8. Who buys the food for the lunchroom?
9. What precautions are taken to insure the food is prepared and served in a sanitary measure?
10. How is the food kept fresh?
11. How does the dietician control the cost of the food?
12. What training and education are needed to become a dietician?
13. What training and education are needed to become a chef? A baker?
14. What machines are used for food preparation? How do these machines save labor?
15. What city and state health regulations must be observed by food handlers?
16. What city and state health agencies are concerned with food and its preparation?
17. What jobs in the food industry are available for scientifically trained health workers?

II. Have student report to class on observations.

III. Have class invite school dietician to speak to the class. Students should have prepared questions to ask.

OUTCOME MEASURE:

Students should be able to discuss how they view the job of the school dietician after talking with her.

LESSON 16

GOAL:

For students to develop skill in personal money management.

DEVELOPMENTAL OBJECTIVE:

To aid students in understanding the importance of proper money management.

PERFORMANCE OBJECTIVES:

1. The students will be able to understand how to properly use banking services.

Activities

A. Explain savings and checking accounts to students.

B. Invite resource persons from banks. This may be a good opportunity for the students to discover what goes on in banks.

C. Plan a field trip to a local bank.

D. Have the class participate in banking activities:
   1. Check writing
   2. Deposit slips
   3. Travler's checks
   4. Government Savings Bonds
   5. Safety Deposit
   6. Loan applications
   7. Withdrawals

OUTCOME MEASURES:

Give an objective test covering banking procedures.

PERFORMANCE OBJECTIVE:

2. The students will be able to discuss "credit" and its proper use.

Activities

A. Lecture on types and use of credit.
   1. Charge accounts
   2. Revolving accounts
   3. Time charges
   4. Credit Unions
   5. Federal loans
   6. Credit cards

B. Hold a class discussion on when credit buying is advisable or not advisable.

Examples:

1. To buy a home
2. To buy a car
3 For unnecessary luxuries

C. Discuss the value of a good credit rating.

OUTCOME MEASURE:

1. Develop an objective test with the aid of the students on the types and use of credit.

2. Play game Consumer.

LESSON 17

GOAL:

To acquaint students with variety of occupations in Government employment.

DEVELOPMENTAL GOALS:

To understand history of Government jobs.
Understanding the role of the Government in providing jobs and services to its citizens.

PERFORMANCE OBJECTIVES:

Through research, student should be able to understand the Civil Service Program.

Activities

A. Prepare a bulletin board showing various Government jobs.
B. Have a group of students prepare a report on the Civil Service Commission.
C. Have students explore a Government job they may find interesting and find out more information about the history of that position. i.e. F.B.I., C.I.A., I.R.S., H.E.H., H.U.D., Environmental Control, Space Program, etc.
D. Have a student report on Civil Service exams.
E. Have a student report on how one gets a job promotion in a Civil Service job.
F. Have a student report on advantages and disadvantages of Government employment.

FIELD TRIP: Record Center - Protocol Officer

OUTCOME MEASURE:

Test over information.

LESSON 18

GOAL:

To help students become aware of job discrimination and how to overcome it.

DEVELOPMENTAL OBJECTIVES:

To aid students in recognizing discrimination in employment and where to go for help.

PERFORMANCE OBJECTIVE:

Role playing.

Activities

I. Class discussion on discrimination.
   a. What type of discriminations are there -
      sex
      race
      religion
      health
      physical disabilities
      age

II. Read and discuss Government booklets on:
   a. Equal Employment Opportunity under Federal Law
   b. Know Your Employment Rights

OUTCOME MEASURE:

Object test

OTHER POSSIBLE FIELD TRIPS:

Chevrolet Plant - St. Louis Division of General Motors

Brewery Tour Information

KATZ Radio Station

KSD - Radio - TV Station

Post Dispatch Newspaper

Sociology of Occupations

U. City, Mo. School District

L Edwards

TOPIC: S O C I O L O G Y of O C C U P A T I O N S

AREA: Social Studies

AUTHORS: LaMARTHA NOBLE, Teacher

KIM HOUSTON, Student

PERFORMANCE LEVEL: Secondary -
Grades 7 - 9

SCHOOL: BRITTANY JUNIOR HIGH SCHOOL

University City, Missouri

DATE: S U M M E R - 1 9 7 2

INTRODUCTION

This course is designed to run twelve weeks. Sociology of Occupations will cover:

1. Personality, interests, and abilities in relation to occupational satisfaction
2. Employer/employee relations
3. How to research an occupational choice
4. How to apply for a job

The major objective of this course is to introduce the students to the world of work so that they can begin planning their future while they have plenty of time to investigate.

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOALS

1. For students to realize the importance of knowing one's self in determining career success.
2. For students to have an understanding of themselves and the importance of their interests in relation to career success.
3. For students to develop a workable vocabulary of terms of the world of work.
4. For students to develop desirable attitudes and respect for all occupations.
5. For students to understand the importance of good employer/employee relations.
6. For students to develop the ability to evaluate occupations and their trends.

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOAL: For students to realize the importance of knowing one's self in determining career success.

DEVELOPMENTAL OBJECTIVE: To aid the student in learning to appraise those factors which will affect him in his quest for a career.

PERFORMANCE OBJECTIVE: The student will be able to show the relationship between personal qualities and job success.

ACTIVITIES:

1. Have the students list and discuss their career goals in life.
2. What personal qualities (personality characteristics) do you possess to aid you in reaching your goal?
    a. An explanation of "personality" may be needed.
    b. Have students complete Handout I - "Personality Characteristics."
3. Using the completed handout have the students work in small groups discussing the strong and weak points of their personalities and how these will affect their occupational goals.

OUTCOME MEASURES:

1. Each student will verbally express a strength he possesses and how this strength will benefit him

in preparing for his occupational goal.

2. The student will be able to analyze his physical characteristics in relation to occupational areas.

ACTIVITIES:

1. Point out to the students that all people are different. Have the class observe each other and note ways in which people differ physically. Ask the following questions in relation to physical characteristics.

   a. Age: What jobs are you too young or too old to perform?

   b. Height and Weight: What are some occupations in which height and weight are important factors? Unimportant factors?

   c. Eyesight and Hearing: What are some occupations in which eyesight and hearing are important factors? Unimportant factors?

   d. Voice: Use a tape recorder and record each student's voice. Discuss those jobs in which voice plays an important role.

   e. Race: Are there any occupations in which race is an important factor? (Students must be aware of the fact that some occupations are not presently open to minorities and they may have to gamble with hopes that these fields will be open when they are ready for them.)

2. From the discussion of physical characteristics have the students analyze their physical traits in relation to the career goals they listed earlier.

OUTCOME MEASURE:

Given a list of jobs, the student should be able to analyze them in terms of physical characteristics essential to success.

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOAL: For students to have an understanding of themselves and the importance of their interests in relation to career success.

DEVELOPMENTAL OBJECTIVE: To aid students in discovering and developing their interests and abilities.

PERFORMANCE OBJECTIVE: The student will be able to verbally express the important relationship between interests, abilities, and career satisfaction.

ACTIVITIES:

1. Complete Handout II, Part 1 "Interests."
2. Discuss the handout by having several students read their responses aloud.
3. Select five interests shared by the students and list them on the board. Have students name as many occupations as they can related to each interest. Example:

   Interests: Singing

   Occupations: Music teacher, professionsl singer, disc jockey, etc.
4. Complete Part 2 of Handout II "Abilities." Hold a general discussion on where you can go in the future with your special interests and abilities.

OUTCOME MEASURE:

Using Handouts I and II the students will write object-

ive autobiographies with special emphasis on (1) personality, (2) interests, and (3) abilities in relation to their future goals.

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOAL: For students to develop a workable vocabulary of terms of the world of work.

DEVELOPMENTAL OBJECTIVE: To aid students in understanding terms used to describe the many occupational areas in the world of work.

PERFORMANCE OBJECTIVE: The student will be able to use the words properly in a discussion of work.

ACTIVITIES:

1. Define the following terms and place them in your notebook for future reference:

a. on-the-job training	h. career
b. apprenticeship	i. job
c. distribution	j. vocational
d. fringe benefits	k. technical
e. part-time jobs	l. professional
f. self-employed	m. blind-alley jobs
g. service occupations	n. consumption

   Assist the students in understanding the definitions and applying them to the work world.

2. Have the students write questions that can be asked to invited guests using these terms to get information. (This activity may be used later or whenever a visitor is coming.)

OUTCOME MEASURE: Quiz over definitions.

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOAL: For students to develop desirable attitudes and respect for all occupations.

DEVELOPMENTAL OBJECTIVE: To aid the student in discovering the many variables in the world of work.

PERFORMANCE OBJECTIVE: The student will be able to investigate occupations on a small scale according to educational preparation.

ACTIVITIES:

1. a. Ask the students:

   "If you had to stop school and begin work before completing high school, what jobs would be open to you?" Have students check the Want Ads and clip five ads related to their present position.

   b. State:

   "You have discovered that you cannot attend college as you had planned. Therefore, you must find work that only requires a high school diploma." Clip five ads which apply to your position now.

   c. State:

   "You have been fortunate to reach your educational goal of completing college or technical school." Clip five ads which apply to you now.

2. Select one ad from each category. What differences and similarities can you see in these jobs if any? Which job would you prefer to have? Why? (Exclude salary from your decision.) How would you rank these jobs according to prestige and importance? Should they be ranked at all according to these factors? What influence does this have on you?

OUTCOME MEASURE:

Given the opportunity for open discussion of variables in work the students will verbally express in their own words that different skill levels are necessary for work, but appreciation should be given to all occupations.

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOAL: For students to understand the importance of good employer/employee reations.

DEVELOPMENT OBJECTIVE: To aid the student in understanding the many variables between self evaluation and employer demands.

PERFORMANCE OBJECTIVE: The student will be able to compare their self-evaluation with that of the employer's demands.

ACTIVITIES:

1. Place yourself in the position of an employer. What personal qualities would you insist upon your employees possessing? From your self-evaluation handouts and your autobiographies, how many of these qualities do you truly possess?
2. Survey the working adults on your block asking them what do their employers expect of them. If self-employed, ask what they expect of their employees. Do employees' expectations count?
3. Arrange for a panel of employers to discuss the things they feel are important.
   a. punctuality
   b. regular attendance
   c. education
   d. personality
   e. honesty
   f. pride

   Film: "Your Job: You and Your Boss" Discuss this film before the panel of employers if possible.

4. Complete Handout III "Absence On the Job."

   Question: What affect can poor attendance have on you and your employer/employee?

5. Arrange for small groups to visit with employers and employees to discuss public relations. Find out why people lose their jobs.

OUTCOME MEASURE:

Short answer exam:

1. What do employers expect of you as an employee?
2. What do employees expect of employers?
3. Why are such things as punctuality, regular attendance, pleasant personality, etc. essential to the world of work? What are the advantages to you and your boss or you and your employees if these things are carried out correctly? What are the disadvantages if they are not?
4. What relation can you see between school attendance and future job success?

INSTRUCTIONAL AREA: Social Studies

INSTRUCTIONAL UNIT: Sociology of Occupations

GOAL: For students to develop the ability to evaluate occupations and their trends.

DEVELOPMENTAL OBJECTIVE: To aid the students in developing the ability to make an occupational analysis.

ACTIVITIES:

1. Make a survey of University City to determine the various types of self and salaried employment. Discuss the duties and responsibilities of both types of employment.
2. Invite resource persons (proprietors, small business, big business, service occupations).
3. Using Handout IV "Occupational Interview Form" interview a self-employed and salaried employed person.

OUTCOME MEASURES:

1. Essay test on the advantages and disadvantages of self-employed and salaried persons:
   a. degree of responsibility
   b. size of investment
   c. comsumption of time
   d. risk involved
2. The student will be able to use a format in making a job analysis.

ACTIVITIES:

1. Present a format to the students for use in a job

analysis.

a. educational requirements

b. physical and health requirements

c. remuneration (salary, retirement, fringe benefits, insurance)

d. availability of jobs

e. location

f. special talents necessary

g. advancement opportunites

h. occupational outlook

i. work conditions

j. advantages and disadvantages

Have students discuss the format and its purpose. Encourage students to add more to the format if they feel it is necessary.

2. Have each student prepare one format for practice and understanding. Use small groups and have each group prepare one format. Each group will orally present their format.

3. Using the format and Handout V, "I Investigate an Occupation" have each student analyze one of his occupational goals.

4. Have students prepare occupational notebooks consisting of three of their chosen occupations. They should include:

a. Detailed information on the job.

b. an interview with someone in each chosen profession (Handout IV).

c. magazine and newspaper articles and pictures.

d. bibliography.

There must be ample research materials in the classroom library (catalogs, occupational handbooks, etc.). Time must be allowed for student visitations.

OUTCOME MEASURES:

1. A completed "Occupational Handbook" consisting of various occupations researched by students.
2. The student will be able to successfully apply for a job using the occupational techniques needed.

ACTIVITIES:

1. Clip want ads from the newspaper and write letters of application. (Supply a sample letter for the students and discuss what should be included.) Introduce writing a resume to accompany the letter of application.
2. Mock interviews. Give each student an opportunity to play an employer and employee. Tape the interviews in class. Show film on interviews, "Your Job: Applying For It."
3. Discuss and complete a sample application form.
4. Using other films from the "Your Job" series, have the students discuss such things as:

a. skills to be used in job interviews

b. how to hold a job

c. availability of jobs

OUTCOME MEASURE:

The "Applying For A Job" techniques (letters of application, resumes, etc.) will be added to the Handbook.

RESOURCE LIST

BOOKS

ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE
Hopke, William E., Vols. I and II, Doubleday

OCCUPATIONAL OUTLOOK HANDBOOK
U. S. Department of Labor

PAMPHLETS

"You and Your Job"
J. G. Ferguson Publishing Company
6 North Michigan Avenue
Chicago, Illinois 60602

"Your Personality and Your Job"
Science Research Associates, Inc.

"What Employers Want"
Science Research Associates, Inc.
259 East Eric Street
Chicago, Illinois 60611

FILMSTRIP

"Preparing for the World of Work"
Oklahoma State Department of Education
Guidance Division
310 Will Rogers Building
Oklahoma City, Oklahoma 73105

HANDOUT I PERSONALITY CHARACTERISTICS

1. Do you get along well with others?
2. Do you make friends easily?
3. Do you prefer to work alone?
4. Are you good at leading others, or do you work better when duties are carefully laid out for you?
5. Do you enjoy addressing a group, or does being in the spotlight make you somewhat uneasy?
6. Are you nervous and restless?
7. Is it difficult to get you to do or finish your work?
8. Are you (most of the time) patient? dependable? easygoing?
9. Do you become deeply hurt when someone criticizes your efforts?
10. Do you have a good sense of humor? Can you take a little good-natured teasing?
11. Are you a good sport? Can you lose gracefully without being bitter?
12. Can you take advice? Are you always giving it?
13. Do you worry a great deal? Can you relax?
14. Do you find it difficult to take supervision or accept authority?
15. Are you interested in other people and what they think?
16. How neat is your appearance?
17. Have you often been accused of being selfish?
18. Are you able to assume responsibility?
19. Can you work under pressure without its affecting your work?
20. Are you prejudiced against any group? Would it be difficult for you to work with or for a member of this group?
21. What kind of person do you get along with best?

HANDOUT II

PART ONE - INTERESTS

1. What are your hobbies?
2. What clubs do you enjoy?
3. What clubs or groups have you joined that you did not enjoy?
4. Do you like to read? List magazines or sections of magazines and newspapers that you like to read. List books that you have read for pleasure during the past year. Do these lists indicate anything about your interests?
5. What are your favorite subjects in school?
6. In what activities at school, at home, or in clubs have you participated? Which did you enjoy and which did you dislike?
7. What kinds of activities have you shwon the most ability?
8. What kinds of contests or competitions have you entered?
9. Do you spend most of your free time indoors or outdoors?
10. In what kinds of activities are you most interested?

PART TWO - ABILITIES

1. In what subjects do you receive the best grades? In what courses have you received the poorest grades?
2. Have you taken any psychological tests that indicated particular aptitudes?
3. Has a teacher or school counselor ever told you that you have ability in some specific area?
4. Have you ever been chosen to lead or participate in a special project, event, or activity?
5. Do you excel in sports?
6. Do you have any special talents, such as music, art or debate?
7. Have you won any contest, or have you had your work published or exhibited?
8. Do your friends frequently ask for your advice or help on a particular subject, i.e., car repairs, clothes, photography, cooking, etc.
9. Have you learned any special skills such as typing, shorthand or key-punching?

HANDOUT III ABSENCE ON THE JOB

1. How many days have you been absent this trimester?_____

2. What were your reasons for absence?

3. If you earned $1.25 an hour and were absent for an 8-hour day, how much would you:

   a. Lose in a day?_____

   b. Have you lost for the timester for far?_____

4. If you were an employer, how would you feel about people who were absent from work very often?

5. Could your attendence record be improved?_____

Signature_____

HANDOUT IV OCCUPATIONAL INTERVIEW FORM

GENERAL INFORMATION

Name_____ Occupation_____

Age: 20 - 30 30 - 40 40 - 50 above

Education:

Grade School (years)_____ High School (years) _____

Trade School _____

College (years) _____

College Degree _____ Major Subject _____

Special Training _____

SPECIFIC INFORMATION

1. What are the duties to be performed in the occupation?
2. Does the occupation have to do with people or things or both?
3. What are the facilities for obtaining the education and training for this occupation?
4. How expensive is it to prepare yourself?
5. What is the chance for advancement?
6. Are there special physical requirements as to age, height, build, or others?
7. Are the working conditions pleasant, healthful, and conducive to the best effort?
8. Are the hours of work reasonable and regular?
9. Is the work dangerous, and to what extent is it dangerous?
10. Is the work steady or seasonal? Might there be much overtime, night work, or rush work?
11. Is this field over-crowded?
12. What is the approximate beginning salary?
13. Will there be time and sufficient income for recreation and hobbies?
14. What satisfactions or rewards are derived other than a financial nature?
15. Is the occupation likely to change on account of new inventions, a change in public taste, or modern trends?
16. Can you change to some related occupation if necessary? To what would you turn?

17. What social relation to the community does the work have?

18. How does one get a job in this field?

19. Does this occupation require living in a certain locality?

20. Would you recommend this occupation to your son or daughter?

HANDOUT V I INVESTIGATE AN OCCUPATION

1. Name of the occupation _____

2. Job title _____

3. Exactly what does the worker do?_____

_____

4. What tools or equipment does he use? _____

5. Does job require: High school education?____ College?_____

Technical school?_____ Other?_____

6. What qualifications, other than educational, are necessary?

Physical_____

Mental_____

Aptitude or personality_____

7. What are the working conditions and hours?_____

8. In what kind of business is this job found?_____

9. In what geographic location is this job found?_____

10. What are the opportunities for advancement?_____

11. List as many related jobs as you can._____

12. What interests of yours would this job satisfy?_____

_____

13. What abilities of yours is this job related to?_____

_____

14. Will this job require more or less employees in the future?____

15. What equipment will I be required to purchase?_____

_____

Career Awareness

U. City, Mo. School District

CEO 3872 (Q)

E. Edwards

CAREERS

10-WEEK SOCIAL STUDIES COURSE

Summer, 1972
Barbara Shapiro
Hanley Junior High School

Lesson I

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to become visually exposed to various careers

Performance Objective: Each student will become aware of career opportunities as evidenced by participation in a class activity producing lists of occupations.

Activities:

1. The class will view a slide tape presentation

2. A file of periodical articles will be open to the students throughout the course. The articles include the topics such as: dental assistant, fireman, film editor, etc. The students will be asked to bring in additional articles of interest about careers to add to the file.

Outcome Measure: Two lists of careers will be produced by the class. They will include those seen on the slide presentation and those not on the presentation

Lesson II

Introduction to career exploration

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to become familiar with the fifteen occupational clusters offered by the U.S. Office Of Education.

Performance Objective: Students will gain knowledge of the occupational clusters grouping as evidenced by participating in a class activity producing lists of occupations within each given cluster.

Activity: Students will think of as many occupations as they can that fit under each occupational grouping.

Outcome Measure: Given a list of the fifteen occupational clusters put out by the U.S. Office Of Education, the students will be able to fit specific jobs into general groups of occupations.

Lesson III

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to have an understanding of a select number of business and office occupations.

Performance Objective: Students will become aware of several business and office occupations as evidenced by watching various movies and listening to speakers on these subjects.

Activities: Students will see movies

A. Selected from:

Career as Secretary

Dialogue with a young man

B. They will talk to a representative from a Business Machine Company and a man who owns a successful afro-American shop in St. Louis. They will also speak with a secretary from a telephone company.

Outcome Measure:

A. Students will be asked to complete a questionnaire after the speaker has made a presentation to find out what new insights the student has gathered.

B. Students will be asked to list five other specific occupations in the business and office occupations area, write a short paragraph about one of them, and talk over what they learned with at least three people in the class.

QUESTIONNAIRE

Name: _____

Date: _____

Name of Speaker: _____

1. What were some items you learned from the speaker's presentation?

_____

_____

_____

_____

2. Would you be interested in seeking furthur information about this occupation? Why? Why not?

_____

_____

_____

_____

_____

3. How would you rate the speakers presentation?

- ☐ excellent
- ☐ good
- ☐ fair
- ☐ poor

Give some explanation for your decision.

4. List five other specific occupations in the area that the speaker was associated with.

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to have an understanding of occupations in the communications and media area.

Performance Objective: Students will be able to gain information about various media by watching movies and listening to speakers on these subjects.

Activities:

A. Students will hear a woman news reporter from a St. Louis newspaper

B. Students will hear a news reporter from a T.V. station who has had various other jobs

C. Students will view from the following movies:

Computer and Revolution Part I & II

World on the Line-Via Global Communications

That the people shall know

D. Students will talk with a free-lance camerman

Outcome Measure:

A. Students will be asked to keep a record of their impressions of each speaker and what information they have learned after each presentation.

B. The questionnaire is included in Lesson III

Lesson V

(Health Occupations)

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to have an understanding of some health occupations

Performance Objective: Students will learn about health occupations as evidenced by viewing movies and listening to speakers on the subjects.

Activities:

A. Students will talk to a pediatrician and a medical student

B. Students will see movies from the following:

The Surgeon

Horizons Unlimited

Code Blue

The Team Physician

C. Students will read an article that is included here from August "Seventeen" Magazine about new careers in Health Related fields.

Outcome Measures:

A. Students will be asked to keep a record of their impressions of each speaker and what information they have learned after each presentation.

B. Given the article in "Seventeen" students will be able to discuss with the class five new careers (careers for the future in health occupations)

Lesson VI

(Environmental Control Occupations)

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to have an understanding of careers in environmental control occupations.

Performance Objective: Students will gain knowledge in the area of environmental control by seeing movies, and listening to speakers on the subject.

Activities:

A. Students will listen to a speaker from an environmental control agency.

B. Students will hear about environmental control in University City from a speaker.

C. Students will view from the following movies:

Cities of the Future

To Conserve and Protect

Symbol of Safety

The Trouble with Trash

The Case against Chicken Little

Outcome Measure:

A. Students will be asked to keep a record of their impressions of each speaker and what information they have learned after each presentation.

B. Questionnaire - see Lesson III

Lesson VII

(Manufacturing Occupations)

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to have an understanding of manufacturing occupations

Performance Objective: Students will gain knowledge of manufacturing occupations by hearing speakers, seeing movies, and playing "The Manufacturing Game."

Activities:

A. Students will view movies selected from the following:

This is Volva

The Lasting Medium

What's so special about paper?

The Torture Testers

Refinery at work

B. Students will talk to person from a Junior Achievement Group

C. Students will paly a game where they will think of a product and decide what kinds of jobs, skills, are needed to manufacture that product.

Outcome Measure:

A. Students will write a paper about what they learned from playing the manufacturing game.

B. Students will be asked to keep a record of their impressions of each speaker and what information they have learned after each presentation.

Lesson VIII

(The Job Market)

Domain: Career Preparation, Knowledge and Skills Domain

Goal: For students to become aware of good job opportunities in the next few years.

Performance Objective: Students will gain an understanding of the job market by listening to speakers, and reading selected material on the subject.

Activities:

A. Students will read an article in "Glamour" (August, 72) magazine and have a discussion of what they read

B. Students will speak with a representative of South or North County Technical Schools.

C. Students will read part of a pamphlet called Career Opportunities published by American Education publications

Outcome Measure: Given the article and the pamphlet students will be able to discuss what job opportunities are increasing for women and encouraging for men in the next five to ten years.